**Common Core Reading Strategy Tool Box**

**Directions:**Read through the Reading Strategy Tool Box. As you read use the Reading Notes strategy.

**Reading Notes:**

***Before you read:***

Think about what your students typically do to prepare to read a text in class. Is it different if they are reading with you or by themselves?

***During your reading:***

**🗸** ***Check*** the things that confirm things that you already knew

**?** Put a ***Question Mark*** next to things you have questions or wonder about

***After your Reading:***

🟊 ***Star*** the one most important reading strategy that you will use this year with students

! Place an ***Exclamation Point*** in the margin and/or on the back of this page and note the things that are missing from this handout.

* + Get together in a group of three people and determine the order for sharing.
  + The first person shares their starred strategy, a few checks, and questions they have about the reading strategies.
  + Everyone thinks for 30 seconds in silence about what they heard.
  + Repeat Talk and Think for the second and third person.
  + End with a short discussion noticing patterns, answering questions, and reflecting on the strategies.

**Pre-Reading Strategies**

**Goal:** To establish purpose for reading, to activate and build background knowledge, and address unfamiliar vocabulary words/concepts.

**K-W-L-H Chart**  
The K-W-L-H chart helps students activate prior knowledge, identify areas of inquiry, and reflect on their reading / learning. This strategy was developed by Donna Ogle (1986) and is often used as a whole group activity where a large chart with four columns is made to record everyone’s ideas.

**K** - stands for what students already **Know** about the topic.

**W** – stands for what students **Want to Learn** by this text.

**L** – stands for what students have **Learned** while reading this text.

**H** – stands for ideas of **How to Learn More after reading this text.**

[Sample K-W-L-H Chart](http://www.writedesignonline.com/organizers/evaluate.html)

|  |  |  |  |
| --- | --- | --- | --- |
| **Know** | **Want to Learn** | **Learned** | **How to Learn More** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Anticipation/Reaction Guide**

The Anticipation/Reaction Guide helps students activate and evaluate prior knowledge. Students make predictions based upon background knowledge and evaluate these predictions after exposure to new information. (H.L. Herber, 1978)

Follow these steps to create an Anticipation/Reaction Guide:

1. Identify major concepts or “big ideas” you want students to learn from the text.
2. Create four to six statements that support or challenge students' beliefs about the topic.
3. Share the guide with students and ask them to Agree or Disagree with the statements and be prepared to defend their opinions.
4. Discuss with class.
5. Have students read the text to find evidence to support or disprove their responses.
6. After reading, students will confirm or revise their responses.

Sample Anticipation/Reaction Guide [Anticipation Guide](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/anticipation%20guide.htm)

*Example Anticipation/Reaction: Familiar Vocabulary*

First: Read Acknowledge your own opinions and thinking on a topic. Read the statements below and circle T for True or F for False in the “Me” column based upon your opinions and background knowledge

**Me Cartoon**

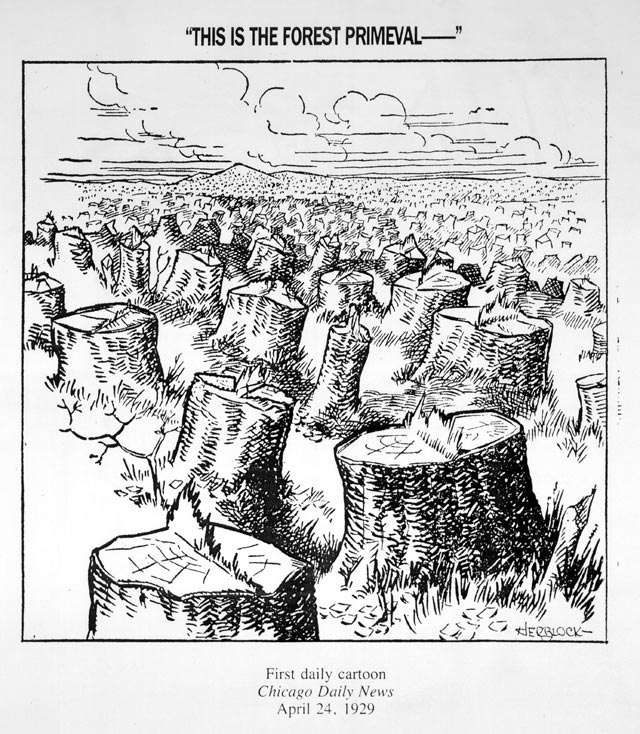
1. T F Concern for the environment is not a new idea. T F

2. T F Our nation’s forests are plentiful. T F

3. T F Trees are an easily renewable natural resource. T F

4. T F Americans should protect their natural resources. T F

5. T F The lumber industry provides goods and jobs that are T F  
 more important than saving our forests.



Second:

Examine Herblock’s political cartoon, *“This is the Forest Primeval –“* and check T or F based upon your analysis of the cartoon. <http://www.loc.gov/rr/print/swann/herblock/images/hblock1.jpg>

Circle the things that you see that support or inform your thinking of true or false.

Number the circle to connect with the statement that the   
circle informs.

Third: Further research

What is the problem being described?

What more do you need to know about the problem?

*Example Anticipation/Reaction: Challenge Vocabulary*

First: Acknowledge your own opinions and thinking on a topic. Read the statements below and circle T for True or F for False in the “Me” column based upon your opinions and background knowledge.

**Me Cartoon**

1. T F Environmental activism is a new phenomenon. T F

2. T F Our nation’s forests are in plentiful supply. T F

3. T F Deforestation is a difficult problem to remedy. T F

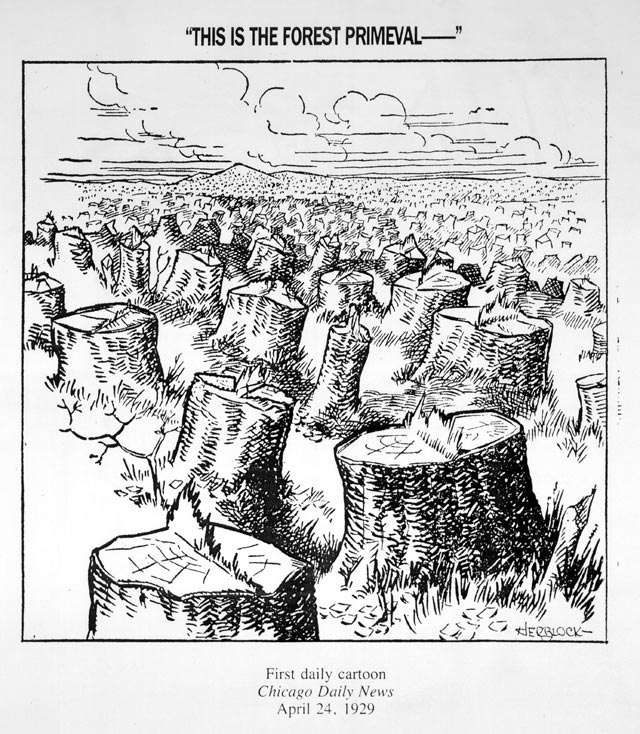
4. T F The economic advantages of the timber industry outweigh T F

the environmental costs.

5. T F The economic advantages of the timber industry T F

outweigh the environmental costs.

6. T F Cartoons can make powerful social commentary. T F



Second: Read a Something about the Topic

Examine Herblock’s political cartoon, *“This is the Forest Primeval –“* and check T or F based upon your analysis of the cartoon. <http://www.loc.gov/rr/print/swann/herblock/images/hblock1.jpg>

Circle the things that you see that support or inform your thinking of true or false.

Number the circle to connect with the statement that the   
circle informs.

Third: Further research

What is the problem being described?

What more do you need to know about the problem?

**Author/Creator Consideration**

A discussion of the author or creator of the text can be helpful.  Students should identify the origins of the text (date, historical context, and background information about the author.)  Students should then carefully consider: What is the author/creator trying to say?  What is his/her viewpoint and purpose for creating the particular work?  (Adapted from Karla Porter, M.Ed.)

**Knowledge Rating**

Charts that ask the student to assess their prior knowledge are called Knowledge Ratings (Blachowicz, 1986). The teacher presents students with a list of concepts or topics related to the text, and surveys their knowledge regarding these topics. A variety of headings where students indicate their knowledge and at times offer examples are possible.

Sample Knowledge Rating Chart (scroll through chapter) [Knowledge Rating Chart](http://media.wiley.com/product_data/excerpt/86/07879689/0787968986.pdf)

*Example Knowledge Rating*

Research Question: Does our culture create who we are?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Topic | | Knowledge Rating  (circle one) | Write a few of the most important things that you know about this topic and/or questions that come up when you think of the topic. | Interest in Learning More Rating  (circle one) |
| Neighborhoods | I know a lot.  I know some.  This is new to me. | |  | I’m interested in learning more.  I’m okay with learning this.  I’m not interested. |
| Chinatown | I know a lot.  I know some.  This is new to me. | |  | I’m interested in learning more.  I’m okay with learning this.  I’m not interested. |
| Chinese Cooking | I know a lot.  I know some.  This is new to me. | |  | I’m interested in learning more.  I’m okay with learning this.  I’m not interested. |
| School for children in China | I know a lot.  I know some.  This is new to me. | |  | I’m interested in learning more.  I’m okay with learning this.  I’m not interested. |

**Checking out the Framework**

This strategy provides students with suggestions for previewing different media formats or several texts on the same topic or by the same author, in order to read strategically. Students explicitly examine different aspects of a reading’s “framework” or organization (i.e. title, captions, visuals, notations, table of contents, author’s notes, etc.) in order to engage them in reading it.

Sample Checking Out the Framework Guide [Checking out the Framework](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/checking%20out%20the%20framework.htm)

**Advanced Organizer**

Advanced Organizers derive their name from the fact that students use the organizers before the learning process. Ausubel (1960) developed them to serve as a bridge between existing and new knowledge. Advanced Organizers come in four types: Expository (simply describing the new content), Narrative (presents new information in story format), Skimming Material before reading, or Graphical Organizers (using Venn Diagrams, KWL Charts, Pictographs, etc. to preview new material).

Follow these steps to use the Advanced Organizer strategy :

1. State the objective of the lesson to preview instruction
2. Provide students with the organizer in order to:
3. Identify attributes
4. Offer examples
5. Provide context
6. Prompt students to connect prior knowledge to new content
7. Advanced Organizer Examples and Information

[Advance & Graphical Organizers: Proven Strategies Enhanced through Technology](http://www.glnd.k12.va.us/resources/graphicalorganizers/)

**Semantic Mapping**

Semantic Mapping uses the same techniques as Brainstorming, but ideas and associations regarding a text are organized either by the teacher or the students under headings (Masters,Mori and Mori, 1993).  In this way, relationships between items, themes, and big ideas are fleshed out and students are tuned into these relationships prior to examining the text. If words are written on post-it-notes then the words can be reorganized and new connections made easily.

Sample Semantic Mapping Graphic Organizer

[Semantic Mapping Technique](http://www.k12.nf.ca/fatima/semmap1.htm)

**Frayer Model of Vocabulary Development**

The Frayer Model of Vocabulary Development helps students attain new vocabulary and concepts essential for understanding a reading by having them complete a chart with the definition, characteristics, examples and non-examples of the term to learn.

Sample Frayer Model Graphic Organizer [Frayer Model](http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm)

Definition

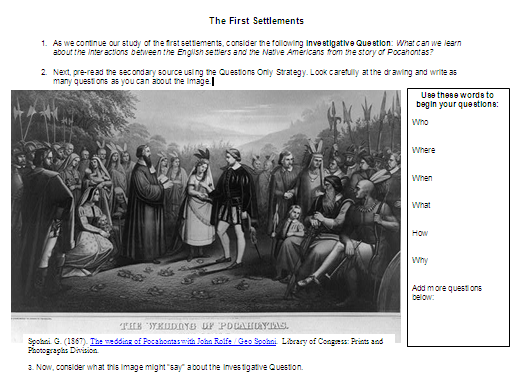
Characteristics

Non-Examples

Examples

**Questions Only**

The Questions Only strategy helps students become more reflective readers by asking them to generate only questions – not answers - about the text that they are reading. Questions can be focused to provide answers to the lesson’s investigative question or focused to develop increasing insightful questions using Bloom’s Taxonomy.

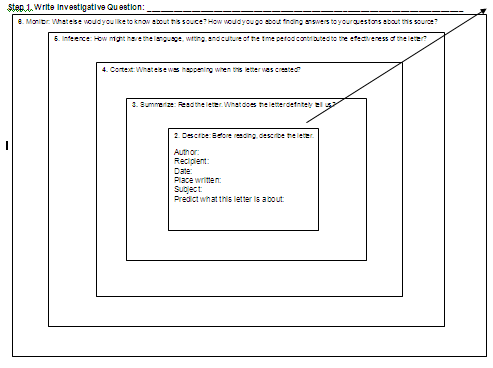
Sample Questions Only Guide [Questions Only](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/questions%20only.htm)

**During Reading Strategies**

**Goal:** To improve comprehension and analysis of the text and practice meta-cognitive skills.

**SCIM-C**

SCIM-C was designed by to help students develop the skills of historical inquiry, critical thinking, and intellectual flexibility. (Hicks, Doolittle, Ewing, 2004) Using a fluid "frames" approach, students read the source then perform the following task:

**Summarize** information about the author, audience, purpose, content, and type of source.

**Contextualize** or place the source in context based on the era, events, and geographic location related the source.

**Infer** the variety of perspectives and/or interpretations implied by the source.

**Monitor** or determine the additional evidence needed to check inferences, define terms, and clarify any information about which there are still questions.

**Corroborate** by comparing additional sources and drawing conclusions.

Sample SCIM-C Chart and Resources [SCIM-C Chart](http://www.historicalinquiry.com/index.cfm)

**Graphic Organizer**

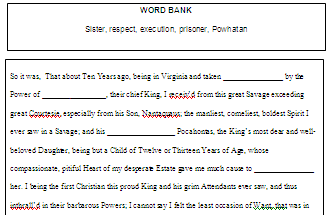
Graphic organizers derive their name from the fact that students organize thoughts and information in a graphic format such as charts, webs, chains, maps, and sketches. They can be used for a variety of purposes including helping students compare and contrast; categorize, classify, sequence, evaluate, rank, analyze story elements, and collect evidence to support an opinion.

Sample Graphic Organizers [Graphic Organizers](http://www.graphic.org/) [Graphic Organizer Worksheets](http://www.enchantedlearning.com/graphicorganizers/)

**3 minute Pause Summarization**

The 3-Minute Pause helps students process information by providing a short break during which they summarize new content, connect new content to prior knowledge, and are free to ask clarifying questions. This strategy was suggested by Ralph Tyler and is currently promoted by Jay McTighe and Grant Wiggins. 3 Minute Pause <http://www.readingquest.org/strat/3mp.html>

**Cloze Reading or Content Inventory**

A Cloze Reading activity can be used to help students construct meaning from a text and evaluate their comprehension of the text content. Delete words using a word count formula such as every fifth word (or other criteria) from a portion of the text and replace the deleted words with blanks. Students fill in the blanks with the word they think fits the meaning of the sentence. This strategy can be used with or without a word bank.

Sample Cloze Reading Guides and Information <http://olc.spsd.sk.ca/de/pd/instr/strats/cloze/index.html>

**Opinion - Proof Chart**

This two-column chart allows students to personally engage with the text while challenging them to develop persuasive reasoning skills. Students are asked to record an opinion in the left column and, in the right column, to record evidence from the reading that supports their opinion. Sample Chart <http://www.readingquest.org/strat/opinion.html>

**Annolighting Text**

Annolighting is a technique which helps students discover the main ideas and key concepts in a text by highlighting the most essential words and writing marginal notes to aid in comprehension, analysis, and interpretation. The result is a distillation of the essential elements and message of the text. Annolighting Text Example ["Annolighting" A Text](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/annolighting%20a%20text.htm)

**Column Notes**

Column notes help students organize information about important content into relevant categories. Traditionally, the left column lists the items under investigation such as U.S. Presidents. Columns to the right provide space for students to record details about various curricular topics such as "challenges" and "accomplishments." Sample Column Note-taking Chart [Column Notes](http://www.readingquest.org/strat/column.html)

|  |  |  |
| --- | --- | --- |
| How do we know when someone is an expert leader? | | |
| U.S Presidents | Challenges | Accomplishments |
|  |  |  |
|  |  |  |

**Choral Reading**

Choral Reading helps students develop fluency, comprehension, and sight vocabulary. This is an important step to understanding the human emotion and subtle meanings in text. Student pairs or groups read parts of a passage in unison alternating fast and slow lines, loud and soft lines, high and low voices, and emphasizing key words or phrases. This works especially well with poetry and other rhythmic passages. Choral Readings are repeated, as if preparing for a performance, until mastery. Choral Reading Information <http://www.readingrockets.org/strategies/choral_reading>

**Post-Reading Strategies**

**Goal:** To interpret, evaluate, and reflect upon the meaning and impact of the text, to go beyond "reading" to making connections and using new knowledge.

**QAR**

QAR, or "Question Answer Relationship", was developed by Taffy Raphael (1988) to help students understand the relationship between different types of questions and their use of text to find the answers. That is because answers can be either explicit, implicit (implied), or not found in the text - depending upon the nature of the question.

The four basic question-answer relationships are:

1. **Right There** - The answer is found in a single sentence or phrase.
2. **Think and Search** - The answer is found in several sentences or phrases which are scattered throughout the text.
3. **Author and You** - The answer comes from connecting the overall information provided by the author with the reader's prior knowledge.
4. **On My Own** - The answer can be found only by using the reader's prior knowledge; no text is necessary.

QAR Guidelines and Sample Handout [Questions-Answer Relationship](http://www.greece.k12.ny.us/instruction/ELA/6-12/Reading/Reading%20Strategies/QAR.htm)

**RAFT**

RAFTs help students process information by asking them to communicate an understanding with evidence from a chosen point of view to an appropriate audience using the most effective product for their purpose. The RAFT acronym stands for:

* **Role** - the person or object to represented
* **Audience** - a person or object addressed
* **Format** - the type of communication (product) for the chosen audience
* **Topic** - the point of view and content communicated (Hint: it should answer all the journalistic questions as appropriate - who, what, where, when, why, and how)

Sample RAFT Ideas and Example [RAFT: Role, Audience, Format, Topic](http://www.greece.k12.ny.us/instruction/ELA/6-12/Reading/Reading%20Strategies/RAFT.htm)

**Inquiry Chart**

Inquiry or I-Charts help students organize answers to several questions by providing an opportunity to compare prior knowledge with information from several texts. Students conclude by summarizing their research findings in order to address a larger issue, or understanding goal related to the discipline. James Hoffman (1982) is credited with developing I-Charts.

Sample Inquiry Charts <http://www.readingquest.org/strat/ichart.html>

**Story Frames**

Students deepen understanding by creating story maps which analyze character, setting, plot, and themes or by answering the journalistic questions (Who? What? Where? When? Why? and How?)

Samples <http://www.readingquest.org/strat/storymaps.html>

**Four Square Perspective or Conversations Across Time**

This reading strategy helps students develop deeper insights by making connections between and across sources of different perspectives in response to a common topic, theme, understanding goal, or essential question.  Students examine three different sources and use their understanding of the sources to respond to an essential question.  The fourth square is left for the student to add his/her own personal connection to the question. This strategy can be differentiated by selection of material and essential questions.

Sample 4 Square Graphic Organizer [Conversations Across Time](http://www.greece.k12.ny.us/instruction/ELA/6-12/Reading/Reading%20Strategies/conversationsacrosstime.htm) [4 Square Perspective](http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/foursquareperspective.PDF)

**Writing Prompts and Journaling**

Students respond in written form to questions, problems, or scenarios posed by evaluation and interpretation of sources. Journal entries can be exchanged amongst peers and reviewed.

**Cubing**

Cubing is a strategy designed by Cowan & Cowan, 1980, Vaughan & Estes, 1986. Cubing can be used to strengthen students' comprehension of a topic or concept and help expand students' understanding of it from various perspectives.

1. Describing: Physically describe your topic. What does it look like? What color, shape, texture, size is it? Identify its parts.
2. Comparing: How is your topic similar to other topics/things? How is it different?
3. Associating: What other topic/thing does your topic make you think of? Can you compare it to anything else in your experience? Don't be afraid to be creative here: include everything that comes to mind.
4. Analyzing: Look at your topic's components. How are these parts related? How is it put together? Where did it come from? Where is it going?
5. Applying: What can you do with your topic? What uses does it have?
6. Arguing:What arguments can you make for or against your topic?

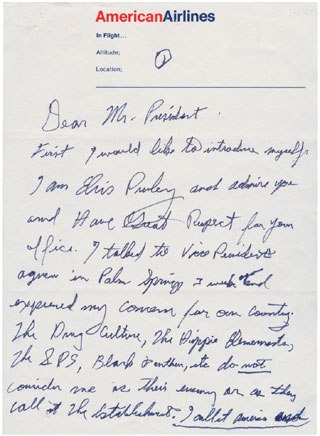
Further Information about [Cubing](http://www.humboldt.edu/~tdd2/Cubing.htm).

**Create a Metaphor**

After reading, analyzing, and interpreting the text, students are asked to create a metaphor comparing the big ideas elicited from the text to something else. Students can use these metaphors to connect what they have read and learned to something relevant in their own lives or the world around them. Metaphors should be fully developed and easily understood by others.

**Cracking the Code**

**Tips for Reading Diaries, Journals, Letters, and other “unofficial manuscripts”**

**[](http://www.archives.gov/global-pages/larger-image.html?i=/historical-docs/doc-content/images/elvis-presley-letter-to-nixon-l.jpg&c=/historical-docs/doc-content/images/elvis-presley-letter-to-nixon.caption.html)**

* Make a personal connection between type of document and student’s own lives.
* Show handwritten copy of document if available. Allow students to practice reading document using magnifying glass or by transcribing 1-2 sentences on their own. Compare student transcriptions to official transcriptions.
* Ask students to identify as much factual information about document writer or creator, from bibliographic record, as possible.
* Ask students to pose an historical inquiry question about the document, writer, or time period.
* Divide long documents into sections and charge individuals or small groups with analysis of one own section. Print document out, cut apart, and use highlighters if needed.
* Read documents multiple times. Vary the readings by different groupings, silently to self, with a partner, choral class readings, listening to the teacher read, asking students to read one line or a small part.
* Ask students to list:
  + interesting / peculiar language. (They should use dictionaries to find origins and meanings of these words)
  + places and people mentioned. (They should consult maps and secondary sources to find identity of notable people.)
  + topics written about or discussed.
  + personal thoughts of writer.
  + other observations.
* Ask students to share information with one and create a hypothesis that addresses their inquiry question. Students should be able to support hypothesis with data from their findings.
* Ask students to find additional information from other sources to check their hypothesis.
* Challenge students to articulate how the information from the document fits in with what they already knew about a topic. Discuss how this reading challenges or changes what they know.

Note: On the morning of December 21, 1970, Elvis Presley personally delivered a letter to the northwest gate of the White House. Written on American Airlines stationery, the five-page letter requested a meeting with President Nixon. Presley intended to present the President with a gift of a World War II-era pistol and obtain for himself the credentials of a federal agent in the war on drugs.

Page one of Elvis Presley’s handwritten letter to President Nixon; Document R-013 re Elvis-Nixon meeting, found in White House Central Files: Subject Files: EX HE 5-1; Nixon Presidential Materials Staff; National Archives and Records Administration. Retrieved from <http://www.archives.gov/historical-docs/document.html?doc=20&title.raw=Elvis%20Presley%26%2339%3Bs%20Letter%20to%20President%20Richard%20Nixon> on August 18, 2010.